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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 29 titles deal with a variety of topics, including the following: alternative views of the English curriculum; development of curriculum theory and language arts; sentence combining; vocabulary development; the effect of music and sound effects on listening comprehension; the interrelationships among reading, listening, and personality; the relationship of student/teacher compatibility to student achievement in language arts; induced mental imagery technique and prose learning for adolescents; phoneme-grapheme knowledge and spelling ability; auditory distraction at varying intensities and listening and reading abilities; listening-thinking tasks in selected language arts materials; interdisciplinary possibilities in undergraduate English; cognition, comprehension, and composition; the role of the secondary school English department chairperson in improving English instruction; the integration of English skills into the business-education curriculum of public postsecondary schools; and the effects of peer tutoring on spelling achievement scores. (FL)

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AN INVESTIGATION OF THE EFFECTS OF INSTRUCTIONAL PROGRAMS OF CHORAL READING AND SINGING ON LANGUAGE ACHIEVEMENT, READING ACHIEVEMENT, AND ORAL LANGUAGE DEVELOPMENT OF SIXTH GRADE STUDENTS Order No. 7927026

BASSETT, Randall Keith, Ed.D. The University of Tennessee, 1979. 148pp. Major Professor: Paul C. Burns

The purposes of this study were to determine the effects of instructional programs in choral reading and singing on language achievement, reading achievement, and oral language development. A sample of 92 sixth grade students from a Knox County elementary school were assigned by the entire class, to one of three instructional treatment classes. The Choral Reading and Singing Treatment Groups were taught to read chorally or sing a series of song lyrics which were selected by the investigator according to a sequential order of increasing syntactic complexity; the Control Group received instruction in physical education activities which were selected by the investigator as a placebo language treatment. Instruction lasted for eight weeks, 90 minutes per week for each group. Prior to instructional treatment, the language and reading subtests of Form A of the 1973 Edition of the Stanford Achievement Test, Intermediate Level II, were administered to all the students. Based on this pre-test data 18 students were selected for oral language analysis. At the conclusion of the investigation, two low achieving students, two average achieving students and two high achieving students from each of the three groups were shown some pictures to describe or discuss orally, and their speech was tape recorded, transcribed and analyzed. Also, all students took the standardized post-tests, which consisted of the language and reading subtests of Form B of the 1973 Edition of the Stanford Achievement Test, Intermediate Level II.

The pre-test and post-test scores were statistically analyzed by Analysis of Covariance. The results of this analysis indicated statistically insignificant gains by the Choral Reading and Singing Treatment Groups.

The transcribed oral language data were analyzed and described, and results indicated that instruction in choral reading may encourage quantitative fluency of speech, and that instruction in singing may facilitate accuracy and precision of speech.

The gains in language and reading achievement scores were interpreted to indicate that instruction in choral reading and singing results in statistically insignificant improvement in language or reading achievement; however, exceptional gains were noted for both choral reading and singing treatment groups.

ALTERNATIVE VIEWS OF THE ENGLISH CURRICULUM: A STUDY OF PERSONAL CONSTRUCTS Order No. 7917904

BRENNAN, Timothy Charles, Jr., Ed.D. Rutgers University The State University of New Jersey (New Brunswick), 1979. 312pp. Chairperson: Robert P. Parker, Jr.

The purpose of this study was to discover personal constructs of high school students and their English teachers, and to decide whether these constructs played a role in choices made by each group within an elective English program.

Two hundred eighty-four student subjects and nine teacher subjects completed two or more of four test measurement instruments. All subjects completed a course survey form in which they were to choose ten of twenty English courses to be included in a hypothetical high school English curriculum. A random sample of thirty student subjects and all nine teacher subjects completed a form adapted from George Kelly's Role Construct Repertory Test, based on the psychology of personal constructs. This version of the test was designed to elicit personal constructs regarding the activities which take place within the English classroom. One hundred sixty-two students and all nine teachers completed a third test instrument, the Brennan Replicative Instrument for Constructs (BRK), which utilized the elicited constructs to build five-point scales over which the subjects were to rate three English courses.

One hundred twenty-two students and all nine teachers also completed a fourth test instrument, the Brennan Ranking of Activity Constructs test (BRAC), in which the elicited constructs were ranked by teachers and students in the same way that the English courses had been.

The analysis of the results from the four test measurement instruments provided quantitative and qualitative data which were analyzed in both narrative and tabular fashion. Data were analyzed between all teachers and all students, students by sex, students by grade level, and students by grade level and sex.

The analysis of the grid adaptation of the Kelly test showed that the test could be used successfully by both high school teachers and students to elicit a pool of personal constructs. Moreover, the constructs differed in nature and wording between groups. Students sorted activities on two bases: (1) personal value judgments and (2) matter-of-fact activity differences. Teachers sorted activities by: (1) underlying mental processes and (2) issues within the teaching profession.

The analysis of the BRIC/BRAC instruments showed a significant correlation of course choices and personal constructs. Additionally teachers saw fewer construct differences between the ideal English course and a course they had ranked highly on the course survey, than they did between the ideal English course and one they had not included on their list of choices in the course survey.

THE CURRENT STATUS OF HUMANITIES PROGRAMS IN THE HIGH SCHOOLS OF ARIZONA Order No. 7914854

BROWN, Burton Ross, D.M.E. University of Northern Colorado, 1979. 374pp.

Statement of the Problem

This study was undertaken in an attempt to gain current information regarding the nature and extent of integrated Humanities courses in the high schools of Arizona.

The research was designed to: (1) determine the number of high schools offering Humanities programs, (2) gather basic information concerned with content and format of existing Humanities courses, (3) ascertain the type of Humanities program carried on in each particular high school, and (4) identify the existence of a current tendency toward increase or decrease in the number and type of Humanities programs in Arizona high schools.

Procedure

In order to obtain data which would provide the desired information, a questionnaire was developed and mailed to each of the 174 high school principals in Arizona. Based upon information obtained from this Administrator Survey, further questionnaires were developed and sent to high school teachers involved in teaching Humanities courses and Humanities-type courses, as well as to other individuals responsible for humanities programs within their schools.

Results

The results of the research were as follows:

1. Thirty schools were identified as having integrated Humanities (Type I) courses in their curriculae. Forty-five schools reported offering Humanities-type (Type II) courses. Humanities-enrichment (Type III) programs were carried on by twenty-two schools, and Humanities-support (Type IV) programs existed in twenty-one schools.

2. A gradual increase in the number of integrated Humanities courses in Arizona high schools had occurred during the past ten years. Interest in the development of such courses appeared to reach a peak in 1973 in Arizona.

3. Teachers of integrated Humanities courses were most often found to have English as a subject specialty.

4. Four types of course format were most often employed in Arizona high schools. Those four types, in order of frequency of adoption were: Eclectic approach (72 percent), Culture Epoch approach (12 percent), Comparative Arts approach (12 percent), and Great Issues approach (4 percent).

Conclusions

Analysis of the research data permitted the following conclusions to be drawn:

1. The future of integrated Humanities is likely to remain precarious, due to a lack of coordinated and committed support at District and State administrative levels.

2. Humanities courses will continue to struggle for academic respectability within the curriculum, due primarily to the lack of a specific disciplinary approach to the teaching of Humanities.

3. Integrated Humanities in Arizona may be hindered by a narrowness in the preparation of most teachers to teach integrated Humanities.

4. The National Association for Humanities Education must take some positive and specific steps to deal with the important needs of integrated Humanities education.

5. The National Endowment for the Humanities must rearrange its priorities in order to focus more of its concern on Humanities education at the elementary and secondary levels.

6. The Arizona Alliance for Arts Education and the Arizona Humanities Association must become more active and enthusiastic in support of integrated Humanities.

7. The Arizona State Department of Public Instruction should move immediately to develop, and recommend for legislative action, a framework of teacher certification requirements for Humanities.

THE RELATIONSHIP OF PREKINDERGARTEN SCHOOL EXPERIENCE AND READING EXPOSURE TO RECEPTIVE VOCABULARY AND LITERARY KNOWLEDGE OF KINDERGARTEN STUDENTS Order No. 7925305

CANCIENNE, Elizabeth Ann, Ed.D. Northeast Louisiana University, 1979. 78pp. Adviser: Dr. Peggie A. Jelks

This study focused on the degree to which the receptive vocabulary and literary knowledge of kindergarten students could be predicted on the basis of prekindergarten school experience and reading exposure. The study also examined the relationship between receptive vocabulary and literary knowledge.

The population was composed of the kindergarten students enrolled in the Monroe City School System, Monroe, Louisiana. Questionnaires were distributed to the parents of each kindergarten student in six randomly selected schools. A sample of 100 subjects was selected following the return (80 percent) of the questionnaires.

Part I of the Parent Questionnaire yielded a prekindergarten school experience score, computed on the basis of a formula which took into account, for each of five consecutive years, the subject's age, whether the subject had attended a school and, if so, the type of school attended, the duration of the school day, and the number of days per week. Part II of the questionnaire, consisting of Paul's Home Support Scale, yielded a reading exposure score. Receptive vocabulary was assessed by means of the Peabody Picture Vocabulary Test. Knowledge of children's literature was assessed by means of an eighteen-item version of Huck's Taking Inventory of Children's Literary Background. Reliability of the inventory was established at the .001 level of confidence. All data collection was completed during the first four weeks of the 1978–79 school year.

The relationships among the variables, prekindergarten school experience, reading exposure, receptive vocabulary, and literary knowledge, were measured using Pearson r. Multiple regression was performed to examine the relationship between prekindergarten school experience and reading exposure, in combination, and each of the dependent variables, receptive vocabulary and literary knowledge.

Although statistical significance was obtained for several relationships, only the correlation between the dependent variables, receptive vocabulary and literary knowledge, was of substantive value ($r = .59$). As a result, the following conclusions concerning the relationships between the independent and dependent variables were drawn:

1. Prekindergarten school experience as quantified in this study improves prediction of receptive vocabulary and literary knowledge.

2. Reading exposure as measured by Paul's Home Support Scale improves prediction of receptive vocabulary, but not literary knowledge.

3. Prekindergarten school experience and reading exposure, in combination, improve prediction of receptive vocabulary, but not literary knowledge.

DEVELOPMENT OF CURRICULUM THEORY AND LANGUAGE ARTS: ENVIRONMENTAL INFLUENCES AND THE FUTURE Order No. 7917888

DEARBORN, Patricia Ann Kerrigan, Ph.D. Illinois State University, 1979. 204pp.

The problem of this study was to assess the relationship between theories of curriculum, particularly in the language arts, and environmental variables influencing their development.

The researcher undertook a trend analysis and trend extrapolation (exploratory forecast) of the major curriculum development within the past forty-eight years. The trend analysis identified two recurring trends in general curriculum development and one recurring trend in the development of language arts curriculum:

1. The changes which came about in curriculum theory were reactive rather than proactive.

2. With the exception of the experimentalists, curriculum emphasis has shifted back and forth from an emphasis on the cognitive aspects of the curriculum to an emphasis on the affective aspects of the curriculum.

3. There has been a continued broadening of subject matter in the language arts at every level of study. The researcher also undertook a normative forecast which identified tentative goals for a language arts curriculum of the future.

Based upon the research, the following conclusions were drawn:

1. A think tank should be created comprised of representatives from all educating instrumentalities to determine viable goals for education; to determine which educating responsibilities should be undertaken by the schools and which assigned to other social agencies; to recommend ongoing and long-range strategies for accomplishing educational goals.

2. J. P. Guilford's Structure-of-Intellect model can be used to remediate the three destructive trends extrapolated from the literature and to link language arts content with long-range goals.

3. The nonprint media should be considered as another means of delivering language arts content.

4. Language arts content areas need to be kept open and a second think tank created to study viable content options for the future.

5. Thirty-six specific curriculum recommendations were offered as examples for teaching individual Structure-of-Intellect activities using language arts content.

THE EFFECT OF SEQUENCED EYE-HAND COORDINATION EXPERIENCES ON THE YOUNG CHILD'S ABILITY TO REPRODUCE PRINTED SYMBOLS Order No. 7922285

FAIRCHILD, Steven Hunter, Ph.D. The Pennsylvania State University, 1979. 126pp. Adviser: Eunice N. Askov

Controversy exists in the research literature concerning the efficacy of direct instruction as apposed to incidental teaching. Teachers recognize that children acquire some skills through incidental learning while other skills are better acquired through guided, direct skill instruction. The question, then, that remains unanswered is which skills are best developed through incidental teaching and which are best developed through direct instruction. Since writing by hand is a

skill to be learned by almost every child, and since it has not been the subject for extensive research, this study focuses on identifying the more appropriate instructional approach, direct or incidental, for developing eye-hand coordination as a prerequisite for handwriting. Based on the data from this study, it was concluded that direct instruction is a better approach for fostering eye-hand coordination in handwriting readiness in five-year-olds than incidental instruction. However, the present study could not conclude that the different approaches to readiness exercises significantly affected children's ability to form manuscript letters.

The purpose of this study was twofold: first, to explore the effects of directly instructed sequenced lessons in eye-hand coordination offered to develop handwriting readiness in kindergarten prewriters; and, second, to examine the effects of the readiness lessons on the prewriters' letter formation skills.

For five weeks, 130 children experienced either directly or incidentally taught eye-hand coordination exercises in readiness for writing by hand. For two additional weeks, the children received directly taught lessons on forming letters of the alphabet. In both phases of the study teachers used lesson plans and materials packaged by the investigator to keep classroom practice uniform.

Data collected consisted of children's scores of visual motor skill ability as measured when reproducing printed designs of the Primary Visual Motor Test (PVMT) and reproducing printed letters of the Selected Letters Copying Exercise (SLCE). Using pre- and posttest scores, after direct instruction the change scores on the PVMT presented data for examining the effects of the direct and incidental approaches to instruction. Administration of the SLCE posttest two weeks after the PVMT posttest provided data for observing the effect of the readiness lessons on children's letter-printing skills.

The PVMT measure revealed that children receiving direct instruction in handwriting readiness exercise to develop eye-hand coordination did significantly better than children receiving incidental instruction, $F(1,114) = 4.048$, $p > .05$. However, the SLCE measure revealed no significant difference between instructional style groups' readiness for reproducing letters of the alphabet.

Using the Solomon Four-Group Design for the study made it possible to examine subjects' exposure to pretest effects. Additional attention was given to the interaction between instructional style and sex and age of the subjects. No significant interaction was realized between instructional style and sex of the subjects, age of the subjects, or subjects' exposure to a pretest.

Based on the findings of the present study, it is suggested that teachers of five-year-olds provide for the enhancement of eye-hand coordination in their children by directly instructing the children in lessons sequenced to promote such growth. Until further investigation is conducted on the issue, lessons provided in the present study may serve as prototypes for plans appropriate for direct instruction to enhance eye-hand coordination.

THE EFFECT OF VOCABULARY EXERCISES ON VOCABULARY ACQUISITION OF EIGHTH GRADERS
Order No. 7912185

HARRINGTON, Richard Lloyd, III, Ed.D. Boston University School of Education, 1979. 384pp. Major Professor: Thomas E. Culliton Jr.

The researcher compiled a corpus of 320 words whose meanings would probably be unknown to the average eighth grader. The words were taken from textbooks and supplemental materials used in content area. The criteria for selection of these words included frequency per million words as identified in Thorndike and Lorge Teacher's Word Book of 30,000 Words, social usefulness, and specialized meanings of some common words dependent upon context.

The words were used in 32 exercises which were intended to help in acquiring the corpus of words and improving overall vocabulary development and reading comprehension. An accompanying glossary was developed for the 8 exercises for each of four content area subjects (language arts, math, social studies and science). Each contained 80 words with the following information: a simplified definition, pronunciation with diacritical markings, part of speech, and a sentence demonstrating how each word is used.

The population of the study consisted of 97 heterogeneously grouped eighth graders with a mean I.Q. of 101.45 ranging from 74 to 133, and with a mean age of 161.8 months, as of October 1, 1977. The study spanned a period of 10 school weeks. A 120 item, researcher made, Pre-Post test was constructed from randomly selected words in the corpus to measure growth in vocabulary selected for the study. The mean averages of the Pre and Post test scores were compared to determine the amount of growth. The means of the raw scores of Forms G and H of the Metropolitan Achievement Tests, Word Knowledge and Reading-Advanced Level, were compared to measure growth in overall vocabulary and reading comprehension.

Weeks two through nine of the study were devoted to completion of the exercises developed from the vocabulary words in the corpus. The exercises in a variety of forms: completion, matching, multiple choice, and crossword puzzles were intended to take 15 minutes to complete. After each series of four exercises, a researcher-made 40 item multiple choice test was administered as a review.

A comparison of the mean scores of the Pre and Post Researcher Made Test showed a difference that was significant at both the .05 and .01 level of confidence favoring the Post Test (1 tail prob.=.00025).

The difference between the means of the raw scores for Forms G and H of the Metropolitan Achievement Test, Word Knowledge, Advanced Level was significant at both the .05 and .01 levels of confidence favoring Form H, the post test (1 tail prob.=.00025).

The difference between the mean of the raw scores of Forms G and H of the Metropolitan Achievement Test, Reading-Advanced Level was significant at both the .05 and .01 levels of confidence, favoring Form H, the post test.

A regression type analysis of variance was made with an interaction variable for Age and I.Q., 9.77% of the variation in gain on the Metropolitan Achievement Test, Word Knowledge was explained by the regression equation. Less than 1% (.29%) of the variance in the Metropolitan Achievement Test, Reading-Advanced Level net gain is explained by the regression equation, but since there is a significant difference at .005 level between the mean researcher-made Pre Test and the researcher-made Post Test scores, and since exceedingly small percentages of variation in the Pre-Post scores are explained by such factors as age, I.Q., etc., this strongly indicates that the teaching method, i.e., the researcher constructed vocabulary exercises and glossaries, explains the "unexplained variation" (residual) in the Metropolitan Achievement Tests and the researcher made Pre-Post tests.

A STUDY: THE EFFECTS OF SENTENCE COMBINING PRACTICE ON THE WRITING ABILITY AND READING LEVEL OF NINTH GRADE STUDENTS Order No. 7923248

HOWIE, Sherry M. Hill, Ph.D. University of Colorado at Boulder, 1979. 149pp. Director: Assistant Professor Philip DiStefano

The purpose of this study was to evaluate over a period of fifteen weeks the effect of sentence combining practice on the writing ability and reading level of ninth grade students. For a twenty-minute period daily, one group of two ninth grade classes was given sentence combining exercises and, during one week, a curriculum guide designed to teach transfer of skills learned in sentence combining for writing to reading decombining skills. The second group, the control group, received traditional grammar instruction.

The sample consisted of ninety-one ninth graders from four classes in one suburban high school in Adams County, Colorado. Students were randomly assigned by computer to their teachers and to the hours of the day. Two classes meeting periods one and two were assigned the experimental treatment, and two classes meeting period five were designated as the control

group. The experimental group was given the sentence combining exercises taken from Marzano and DiStefano's Di-Comp (1977), O'Hare's Sentencecraft (1975), and Strong's A Composing Book (1973), consecutively.

Pre- and post-experiment writing tasks, reading tests and attitude scales were administered to both groups. The composition assignments were in two modes, description and exposition, and both modes were assigned before and after the treatment. The reading test was a cloze instrument constructed on six passages graded five through fourteen on the Gray Oral Reading passages, Forms A and B. The two attitude scales were a Likert Scale ranging from scores one through five of attitudes toward writing and reading. The compositions were scored in two ways, by the experimenter for their sentence weights and by fifteen trained raters for their quality. The reading test was scored by the experimenter for exact word or close synonym closure. The attitude scales were analyzed to determine if any change in attitudes occurred during the experiment. The SPSS computer program was used to analyze the data obtained in writing, reading and attitudes analyses.

Twelve hypotheses dealt with writing, four with reading and two with attitudes. In syntactic writing ability there was found a significant difference between groups in descriptive composition, favoring the experimental group on the sentence weight scoring ($p < .001$) in the analysis of covariance statistical test. There was no significant difference in syntactic writing ability between the two treatment groups in expository composition, but there was a significant interaction between sex and treatment which favored females ($p < .006$) in sentence weight scoring. There was found no significant difference between the two groups in reading level, but every group retained its standing determined by their prior test scores, as the low group scored lowest and the high group scored highest. Lastly, there were no significant differences between groups in attitudes toward writing and reading. Both groups' scores were identical in attitude toward writing indicating that the lower ability groups had progressed toward the mean.

Results of this study indicate that sentence combining practice is effective in increasing syntactic maturity in one mode of composition, description, but not in another, exposition. However, further research must be conducted into other factors of writing ability such as quality, audience and purpose and attitudes. The transfer of combining skills in writing to de-combining skills in reading should be studied further.

THE RELATIONSHIP OF STUDENT-TEACHER COMPATIBILITY ON STUDENT ACHIEVEMENT IN SIXTH GRADE LANGUAGE ARTS Order No. 7915762

HUTCHESON, Carol Edmundson, Ed.D. Auburn University, 1979. 121pp. Director: Arthur F. Coss

The purpose of the study was to investigate the relationship of compatibility on the achievement of elementary school students in language arts. A sample of 15 teachers and 274 sixth grade students in the Muscogee County School District was chosen. The sample included students from schools considered to be low, average, and high in achievement. Expressed and wanted behavior of teachers was measured using the FIRO-B scales. The expressed and wanted behavior of their students was measured by the FIRO-BC scales. Language arts achievement was measured by the Stanford Achievement Test, 1973.

The achievement test was administered in the fall and spring of the 1975-1976 school year. Students were judged to have gained if they maintained or improved their relative standing from the fall to the spring. Students were said to have lost if they failed to gain.

By matching the expressed and wanted scores in the areas of control, inclusion, and affection of the teachers and their students, a compatibility score was obtained in reciprocal, interchange, and originator compatibility. These scores were pooled to form composite compatibility scores. Students were classified as high composite compatible and low composite compatible according to cutoff scores suggested by the author of the FIRO scales.

The frequency of gains and losses of high compatible and low compatible students were tabulated and a chi-square table was constructed. However, the chi-square procedure was not completed because there were no low composite compatible students in the study.

An investigation into factors contributing to the lack of low composite compatible students revealed that the expressed and wanted behavior scores of the teachers in the sample made it impossible to have low compatible students in many cases and rare in the remaining. Further, the least compatible students that showed gains were approximately the same number as the least compatible students that showed losses.

An analysis of the achievement of the students having similar expressed and wanted scores as their teacher and the students having different expressed and wanted scores from their teacher was made. A chi-square procedure was conducted and no significant difference was found in achievement between the students who were similar to their teacher and the students that were different.

LISTENING ABILITIES OF GIFTED AND AVERAGE INTERMEDIATE GRADE STUDENTS IN RESPONSE TO NORMAL AND TIME-COMPRESSED SPEECH VERSIONS OF LITERARY AND EXPOSITORY SELECTIONS Order No. 7917584

JAMIESON, Dean Gavin, Ph.D. University of Washington, 1979. 182pp. Chairperson: Professor Dianne L. Monson

This experimental study investigated the listening abilities of gifted and average intermediate grade students in response to normal and time-compressed speech versions of literary and expository selections. Fifty-six students in a non-urban public school district volunteered to participate in the study. Based on selected portions of the Short Form Test of Academic Aptitude, the students had been classified as gifted or average. Gifted students had scored at or above the 95th percentile.

At eight listening sessions nine literary and nine expository taped selections from a new reading program were heard by the students. Half of the students heard the literary selections at time-compressed rates of speech of approximately 250 words per minute and the expository selections at normal rates of speech of approximately 175 words per minute. The other students heard the same literary selections at normal rates of speech and the expository selections at time-compressed rates. Investigator-constructed comprehension questions were administered to the students after each listening session. An investigator-constructed form determined preferences for hearing literary and expository selections at either normal or time-compressed rates of speech.

STEP: Listening, Form 4A, whose 80 questions had been designated as either literary or expository by the investigator, was used for pre-experimental test scores. STEP: Listening, Form 4B, was the post-experimental test measurement. Data from the STEP: Listening were analyzed by an analysis of covariance, and significance level was set at .05. Results showed that intellectual aptitude played a significant role in both the literary and expository post-experimental listening abilities of the students. The rate of speech of both the literary and expository selections did not significantly affect post-experimental test scores nor did the interaction of aptitude and rate of speech.

Gifted students preferred time-compressed speech versions for literary selections and normal speech versions for the expository selections. Average students preferred normal versions of the literary selections and indicated a slight preference for time-compressed versions of the expository selections.

Gifted students scored better on comprehension questions for both the literary and expository selections when heard at normal rates of speech. However, even when the gifted students heard the selections at time-compressed rates, their comprehension scores were at or above the mean score for the total group.

Average students scored better on comprehension questions of both the literary and expository selections when heard at normal rates of speech. At time-compressed rates of speech, the comprehension scores of the average students fell below the group mean.

AN INVESTIGATION INTO THE INTERRELATIONSHIPS AMONG READING, LISTENING, AND PERSONALITY
Order No. 7924071

MCCUSKER, Peter James, Ed.D. Temple University, 1979. 110pp.

Purpose:

The present study was conducted to investigate similarities between reading and listening insofar as auditory sequential recall and affect variables were concerned.

Sample:

Virtually the entire population of fifth grade boys (N=113) of a public, suburban school district in a lower middle-class neighborhood served as subjects. All four of the district's elementary schools participated.

Instruments:

1) The digits forward section of the digit span subtest of the Wechsler Intelligence Scale for Children-Revised.

2) Memory for Affective Sentences Test (MAST), designed by Peter McCusker, comprised of nine pairs of syntactically equal sentences. The members of a pair differed only in that one contained positive affect (e.g., affection), and the other, negative affect (e.g., hostility). Two forms, containing the same sentences, were employed-MAST-A and MAST-B. These forms were the inverse of each other in that the sequential positions occupied by positive affect sentences in MAST-A were occupied by negative affect sentences in MAST-B, and vice versa.

3) The reading comprehension section of the Stanford Achievement Test.

Design and Statistics:

A counterbalanced, treatment-by-subjects design was employed which involved the use of Pearson Product Moment Correlation, Multiple Correlation, and T-test procedures. In the first phase of data analysis, digit span and total sentence recall (MAST) constituted the independent variables and reading comprehension was the dependent variable. In the second phase, affect discrepancy (the extent to which subjects preferentially recall one type of affective sentence over the other) was the predicter with total sentence recall (MAST) and reading comprehension each, in turn, serving as the criterion. All variables were interval scaled.

Hypotheses:

The following predictions were made:

1) A significant positive correlation between reading and the immediate recall of digits, since both depend in part on similar receptive language facilities.

2) A significant positive correlation between reading and the immediate recall of sentences (MAST), since the sentences, like reading, demand the processing of words.

3) The correlation of sentence recall (MAST) and reading to be of greater magnitude than the correlation of digit span and reading.

4) Subjects achieving approximately equal scores on positive versus negative affect sentence recall (low affect discrepancy group) to score higher on total sentence recall (MAST) than those with a large difference (high affect discrepancy group) between positive versus negative sentence recall. The rationale is that less discrepant scores signify relatively high receptivity to a wide range of verbal messages.

5) Low affect discrepancy subjects to attain higher reading comprehension scores than their high discrepancy counterparts. Those who are most receptive to oral messages should, according to the author's line of reasoning, be most receptive to written ones also.

Procedure:

Four female undergraduate psychology students were the examiners, each being assigned one-fourth of the sample via a table of random numbers. In individual sessions the subjects listened to a tape recording in one of four sequences (MAST-A, digit span; digit span, MAST-A; MAST-B, digit span; digit span, MAST-B), attempting to immediately recall each digit string or sentence presented. The examiners recorded in writing the children's verbatim responses. Subsequently, in group sessions the reading comprehension section of the Stanford Achievement Test was administered.

Results:

1) A .30 correlation, significant at the .001 level of confidence, was found between digit span and reading scores. Hence, hypothesis 1 was supported.

2) MAST (total sentence recall) correlated .36 with reading, also significant at the .001 level. Hypothesis 2, therefore, received support.

3) The .36 MAST - reading correlation proved to be significantly higher (t_{dr} [110]=1.75, $p < .05$) than the .30 digit span - reading correlation, favoring hypothesis 3.

4. The mean MAST (total sentence recall) score of the low affect discrepancy group was significantly higher ($p < .05$) than the corresponding score of the high affect discrepancy group. This result supported hypothesis 4.

5. The mean reading comprehension score of the low affect discrepancy group was higher than the reading score of their high affect discrepancy counterparts. However, the result reached only the .07 level of significance. Therefore, hypothesis 4 was not adequately supported.

THE EFFECTS OF INDUCED MENTAL IMAGERY TECHNIQUE IN PROSE LEARNING FOR ADOLESCENTS
Order No. 7926783

MAHJOOR, Siamak Reza, Ph.D. The Florida State University, 1979. 190pp. Major Professor: Dr. Robert K. Branson

The purpose of this study was to investigate the effect of the induced mental imagery technique in prose learning for adolescents. Results were obtained with a forty item posttest which was administered as both an immediate and a delayed test. A three way factorial design, i.e., 3x2x2 (ANCONA) was applied as the statistical tool.

There were three different factors involved in this study:

1. The duration of exposure at three levels (long-term exposure, short-term exposure, and no-exposure);

2. The mode of presentations (printed materials, and auditory materials);

3. The time of performance at two levels (delayed performance and immediate performance).

The results of the experiment showed that:

1. The students who were exposed to the mental technique performed significantly better than the students who were not exposed to the technique.

2. There was a significant difference between the students' performance on immediate and delayed test administrations.

3. There was no significant difference between the mode of presentation.

4. There was no significant difference between the three factors' interaction.

Also a 4-item questionnaire was administered to investigate the relationship between the students score on the posttest and first, the number of questions which were answered using the technique; and second, what degree the technique was used by the students to answer the questions. One-way analysis of variance (Kruskal-Wallis) was applied to analyze the data related to both questions.

It was found that:

1. There was a significant difference between the students' scores on the posttest and the number of questions answered by using the technique.

2. There is no significant difference between the students' scores on the posttest and the degree to which they said the technique was used to answer the questions.

THE EFFECT OF MUSIC AND SOUND EFFECTS ON THE LISTENING COMPREHENSION OF FOURTH GRADE STUDENTS Order No. 7919733

MANN, Raymond Euvon, Ed.D. North Texas State University, 1979. 125pp.

The purpose of this study was to determine if the addition of music and sound effects to recorded stories increased the comprehension and retention of information for fourth grade students.

One hundred seven fourth-grade students from two elementary schools in north central Texas were involved in the study. The California Test of Basic Skills was utilized to divide the subjects into high, medium, and low reading levels.

Two versions of four narrated stories were recorded for use with the study--one with music and sound effects, the other with narration only. A listening comprehension test was administered after the subjects listened to each of the four stories, followed by a retention test two weeks later.

The data were analyzed by a two-factor analysis of variance, with repeated measures for both comprehension and retention tests, for the total population. Each reading-level group was analyzed separately by an analysis of variance. Of eight hypotheses tested, six showed a significant difference.

The conclusions drawn from this study indicate that the addition of music and sound effects

1. Increases the listening comprehension and retention of fourth grade students;
2. Is more effective for retention for students with a high reading level; and
3. Is more effective for initial listening comprehension for students with low reading level, but the effect is not significant for retention.

BUILDING A THEORY OF ENGLISH EDUCATION: POSSIBLE CONTRIBUTIONS FROM CARL JUNG'S TYPOLOGY Order No. 7914123

MAY, Ninalee Fox, Ed.D. Rutgers University The State University of New Jersey (New Brunswick), 1978. 178pp. Chairperson: Dr. Janet Emig

The purpose of this study is to determine the extent to which Carl Gustav Jung's theory of personality types can lend theoretical substantiation to a number of theories of the learning and teaching of English: those of James Britton, James Moffett, John Dixon, and David Holbrook.

Jung's theory of personality types is summarized, with special emphasis on his four personality functions--thinking, feeling, sensing, and intuiting--each with its own way of perceiving and processing information.

The theories of Jean Piaget, Jerome Bruner, Richard Jones, Edward Banfield, Basil Bernstein, and Abraham Maslow are examined, to see if the developmental sequences of these theories suggest a sequence for the development in the child of the four Jungian functions. Piaget's stages in the mental development of the child correspond with the Jungian functions of sensing, feeling, intuiting, and thinking, in that order. In Jerome Bruner's theory of instructed learning, his three modes of processing and representing information correspond, in order, with sensing, intuiting, and thinking. Jones enlarges on Bruner's theory, stressing the value of Jung's feeling and intuiting functions. In Edward Banfield's theory of social class, which is based on orientation toward time, the lower class values correspond to Jung's sensing function; the working class values, to the feeling function; and the upper class values, to the thinking function. Basil Bernstein's restricted language is the language of Jung's sensing and feeling functions; his elaborated language, the language of the intuiting and thinking functions. Maslow's theory of self-actualization provides for the development of different personality types, but his hierarchy of needs neither confirms nor denies a sequence for the development of the functions. The work of these theorists provides a developmental sequence for the Jungian functions: sensing, feeling, intuiting, thinking.

The theories of English education of James Moffett, James Britton, John Dixon, and David Holbrook are summarized and examined to determine which of the Jungian functions they include, and in what sequence. The four stages of James Moffett's spectrum of discourse correspond to Jung's four functions, and in the proper order: recording--sensing; reporting--feeling; generalizing--intuiting; theorizing--thinking. But, as he himself states, he does not adequately provide for emotional and intuitive development, so that his curriculum provides for a limited development of Jung's feeling and intuiting functions. James Britton's participant role--transactional function corresponds with Jung's sensing and thinking functions; his spectator role--poetic function, with feeling and intuiting. He states that Moffett's sequence applies only to his transactional function. John Dixon and David Holbrook are primarily concerned with Jung's feeling and intuiting functions. Dixon describes feeling as having a different organization from thinking.

Using the sequential development of the four Jungian personality functions as a framework for a theory of English education makes it possible to interrelate the work of these four theorists. Moffett's sequence and curriculum can be combined with Britton's participant role--transactional function to provide a structure and curriculum for the development of Jung's sensing and thinking functions. The ideas of Dixon and Holbrook could be applied to Moffett's activities, expecially those used to develop reporting and generalizing, to provide a curriculum for Britton's spectator role--poetic function, Jung's feeling and intuiting functions. However, the work of these four theorists does not provide an adequate description of the structure and sequence of the development of the feeling and intuiting functions in general or within the English curriculum.

Avenues for further research include further theoretical investigation to determine the structure and curriculum for the development of the feeling and intuiting functions as well as other areas of research.

THE ACQUISITION OF SPELLING SKILLS IN AN INTERMEDIATE GRADES PROGRAM CHARACTERIZED BY THE USE OF SELF-CONCEPT ACTIVITIES IN PARTIAL SUBSTITUTION FOR SPELLING EXERCISES Order No. 7915205

MOORE-HOWARD, Patricia, Ph.D. The Fielding Institute, 1978. 140pp.

This paper describes a humanistic research study that took place in an elementary school receiving Title I and SB 90 funding during the academic year 1975-76. The purpose of the study was to determine what activities bring about changes in self-concepts of intermediate grade children, and to investigate the effect that partially substituting these activities for an academic subject would have on progress in that subject. The author's aim was to provide a creative solution for the classroom teacher who wants to help pupils develop positive self-concepts, but who feels restricted from doing so by the constraints of the daily school schedule.

Hypotheses were as follows:

1. A combination of certain carefully selected activities designed to increase positive self-concepts will bring about a significant increase in the self-concepts of intermediate grade children.
2. Partially substituting these activities for instruction in spelling will not adversely affect progress in this subject, as compared to the progress of a control group.

Seventy children in grades four, five, and six were involved; thirty-seven were in the control group and thirty-three in the experimental group. Pupils were tested for self-concepts using

the DUSO Affectivity Device (American Guidance Service) in October, February, and May. They were also tested for spelling ability during the same months, using the Comprehensive Test of Basic Skills.

Pupils in the experimental group had spelling classes only three days a week and self-concept activities the other two days over a period of seven months. Control group pupils had spelling classes five days a week and no self-concept activities.

Results indicated that a significant increase in self-concepts was experienced by the experimental group as compared to the control group ($P = .005$). In addition, those areas of the self-concept that were given particular attention as a result of the February testing were precisely the aspects of self-concept that showed significant growth. Furthermore, there was no statistically significant difference in the spelling progress of the experimental group as compared to the control group.

The value of the study lies in the fact that the results indicate a significant improvement in self-concepts and no detriment to growth in spelling (vis-à-vis the control group) as a result of substituting self-concept activities for spelling twice a week.

PHONEME-GRAPHEME KNOWLEDGE AND THE SPELLING ABILITY OF HIGH SCHOOL STUDENTS Order No. 7917058

MORTON, Gayle Katz, Ph.D. The Florida State University, 1978. 134pp. Major Professor: Edwin H. Smith

The purpose of this research was to determine the relationship between high school students' spelling ability and their knowledge of the phoneme-grapheme options used in the American-English orthography, differences in spelling ability and phoneme-grapheme knowledge between groups of black and white students, and the types of spelling errors made by high school students.

The sample used for this study consisted of 951 ninth, tenth, eleventh, and twelfth grade students. Only the spelling tests of ninth and twelfth grade students were used in the analysis of spelling errors.

The two instruments used in this study were the Graphemic Options Test (Cheek, 1972; Moretz, 1971) and a 100 word spelling test selected from the Ayer High School Spelling Vocabulary (1951). The data obtained was analyzed for correlational relationships between the students' knowledge of graphemic options and spelling ability, as well as for differences in scores between groups of black and white students at each grade level. An alpha level of .01 was used as the criterion for rejection. In addition, a more extensive investigation was conducted in order to determine the 25 most frequently misspelled words, the different ways each of these words were misspelled, and the types of phoneme-grapheme errors made by ninth and twelfth grade students.

Analysis of the data revealed a significant relationship between scores on the Graphemic Options Test and scores on the spelling test at each grade level as well as significant differences between the mean scores of groups of black and white students.

A secondary purpose of this research was to investigate the types of spelling errors and error frequency of entering and exiting high school students. Analysis of the data revealed that the encoding task was difficult for both black and white students, with very large percentages of students misspelling the 25 most frequently misspelled words. However, the total group of white students performed better than the group of black students on the spelling of 23 out of the 25 words. With few exceptions white students also used the most common graphemic options (i.e., the most common misspellings) in spelling the words. White students generally had less difficulty spelling the difficult phonemes than did black students and black students appeared to have difficulty with a larger percentage of phonemes.

It might be assumed from the data analyzed that divergent dialects are largely responsible for the larger percentage of misspellings of black students than white students.

THE INFLUENCE OF INTEGRATED CAREER COMPONENTS ON TENTH GRADE STUDENTS' ATTITUDE TOWARD AND THEIR PERFORMANCE IN ENGLISH Order No. 7920755

NEMBHARD, Judith Mae Peterson, Ph.D. University of Maryland, 1978. 161pp. Supervisor: Dr. John Carr

Although many career education programs have been launched in the public schools in recent years, few studies have been conducted to evaluate the effect that integrating career education into English courses might have on students' attitude and performance. This study sought to determine whether an English program with integrated career components has any significant positive effect on students' attitude and performance. In addition, the study sought to ascertain what career choices have been made by the students and to determine how these choices correlate with the students' attitude toward English.

Nineteen intact tenth grade English classes, consisting of approximately 495 students, in an urban public high school were randomly divided into two groups, control and experimental. On the basis of the students' grade point average and their scores on the Morrison McCall Spelling Test, comparability of the two groups was determined. Treatment consisted of a six-week unit on the short story, the experimental group having career components infused into the class activities, written work and homework assignments, while the control group studied the same short story unit but without the career-related activities. A fifty-item multiple-choice posttest, requiring knowledge, comprehension, and interpretation and a Likert-type attitude questionnaire, the Attitude Toward English Scale, were developed by the researcher.

At the conclusion of the experiment, students' attitude was measured in both the experimental and the control groups through the Attitude Toward English Scale questionnaire. Performance was determined by the administration of a fifty-item multiple-choice test. The California Occupational Preference System, a career interest inventory, was also administered to both groups of students. A .05 level of confidence was predetermined as the level of significance in this research. The t statistic was employed to test the significance of difference between mean scores. Proportional comparison was done for target items on the attitude questionnaire.

The results showed no significant difference in favor of the experimental group in terms of attitude toward English or in performance. Over 98% of the students were shown to have strong career preferences, and among experimental subjects a significant difference was noted between the attitude toward English of those with skills-related career choices and those who had professional interests, with the difference favoring the Experimental-Professional students. There was no significant difference in attitude toward English between experimental students with skills-related career choices and control students with skills-related career choices. The responses to the questionnaire statements "The study of English is boring," "What I am studying in English will help me in my future career" and "My English class fails to provide me with the skills that will be helpful to me when I leave school" showed a higher percentage of the experimental group having a more favorable attitude than the control group.

While it may be concluded from the results of this study that career education components have no statistically significant effect on students' performance in or their attitude toward English, it appears that students demonstrate a positive attitude when they perceive career components to be useful for acquiring worthwhile skills.

Research is needed to further investigate the influence of career components on students' attitude toward English and their performance in the subject. It is therefore recommended that the experiment be replicated (1) with more time devoted to the study and more varied subject matter included in the syllabus; (2) with the subjects drawn from a population that would yield a more academically average sample, and (3) in both suburban and rural settings to discover whether the different circumstances would have an impact on the results.

THE EFFECT OF AUDITORY DISTRACTION AT VARYING INTENSITIES ON THE LISTENING AND READING ABILITY OF SIXTH GRADE STUDENTS Order No. 7912613

PEPPER-SANELLO, Miriam, Ed.D. Hofstra University, 1979. 253pp.

This experimental study was undertaken in order to: (1) determine the effect of varying the intensity levels of distracting conditions upon the ability of sixth graders to selectively attend to the target or wanted message presented aurally on tape in a listening situation or visually in print in a reading situation; and (2) determine if there is a significant difference in students' ability to listen as compared to reading a similar message presented under different distracting conditions with the intensity of the distractor held constant. Gibson's theory of perceptual learning and Broadbent's Filter theory were chosen as the conceptual framework for the study.

Included were 129 children with average and above average intelligence selected from low socioeconomic families who comprised the population of sixth grade children in two public schools in Brooklyn, New York. The ninety-three subjects in the experimental group (DISTRACTION) consisted of forty boys (twenty-six Black, ten Hispanic, and four White) and fifty-three girls (twenty-two Black, twenty-seven Hispanic and four White). The thirty-six subjects in the control group (NON-DISTRACTION) were eighteen boys (eight Black, nine Hispanic, and one White) and eighteen girls (six Black, eleven Hispanic, and one White).

Three instruments were used in the study, one individually administered selective attention test (two expository and two narrative passages) in listening and/or reading, and two standardized group achievement tests in listening and reading. These tests were administered in February and March of 1978 in order to obtain equivalent groups in listening and reading. The selective attention tests in listening and/or reading were given in April and May of 1978.

It was concluded that children develop selective attention skills by the sixth grade. Children are better able to withstand distraction while listening to (aural presentation) expository and narrative material than while reading (visual presentation) the identical prose passages. The intensity or type of distraction does not make a significant difference in students' ability to recall information from expository and narrative material that is heard or read. Students are better able to withstand distraction while listening (aural presentation) than while reading (visual presentation) the identical prose passages. In addition, it appears that distracting conditions can serve as an attention-getting device for there was an improvement in the recall of information from narrative material only. In general, children in NON-DISTRACTION groups do better in reading expository and narrative material than reading the same material under distraction. This suggests that reading is more affected by distraction than is listening.

Implications for teaching selective attention skills in listening and reading were suggested. Implications for further research and the limitations of the study were also noted.

THE EFFECTS OF INTEGRATING SENTENCE-COMBINING ACTIVITIES AND GUIDED READING PROCEDURES ON THE READING AND WRITING PERFORMANCE OF EIGHTH-GRADE STUDENTS Order No. 7914245

PHELPS, Stephen Ferrel, Ph.D. Syracuse University, 1978. 196pp.

This study was designed to examine the effects of combining two promising instructional techniques: sentence-combining exercises designed to increase the syntactic maturity of students' writing, and guided reading instruction to increase students' ability to acquire content-related facts and concepts. Specifically, the study attempted to demonstrate whether these techniques, integrated into an instructional sequence for eighth-grade language arts students, would result in significant improvement in their reading and writing performance.

The study was conducted over a period of nineteen weeks with 169 students in a suburban junior high school. Two teachers had one of three classes assigned to each of three treatment conditions, so that both teachers administered each treatment. Students in all three treatments were given instruction in the reading of several short stories and a three-act play. Instruction in each treatment varied only in the means by which students were assisted in the reading of their assignments.

Students in T1 were given reading guides written to facilitate their understanding of organizational patterns, their literal, interpretive, and applied level comprehension, or their reasoning-study skills. The guides included a series of sentence-combining exercises which, when completed, formed a statement about the reading assignment which the students were asked to either confirm or reject on the basis of their reading. Students in T2 were asked to complete guides without sentence-combining problems. The sentence-combining exercises in the T2 classes were replaced by statements which represented acceptable solutions to the sentence-combining exercises given the T1 students. Otherwise, the T1 and T2 guides were identical. As a control condition, a third treatment group was given reading questions to assist their comprehension instead of guides.

Students in all three treatments were given a fifty-item cloze passage both before and after the study to assess their gains in reading comprehension. A multiple choice tests of content achievement was devised by the experimenter, with twenty-five items each at the literal and interpretive levels of comprehension. Writing samples were collected from students both before and after the study. These compositions were subjected to a t-unit analysis from which three measures of syntactic maturity was derived: words per t-unit, clauses per t-unit, and words per clause.

The mean change scores of students in each treatment for the reading comprehension and syntactic maturity variables were subjected to a one-way analysis of variance, as were the mean scores for both literal and interpretive level content achievement. This analysis yielded no significant differences between treatment groups on any of the variables.

Based on the results of the study, no specific recommendations for classroom practice could be made. However, several implications of the results were discussed and recommendations for further research were suggested.

COGNITIVE, SPELLING, AND WORD EXPERIENCE BEHAVIORS OF STUDENTS WITH DIFFERING INTELLIGENCE QUOTIENTS LEARNING VOCABULARY IN GRADES TWO, FIVE, AND EIGHT Order No. 7916333

POWELL, Eunice Ann, Ed.D. University of Virginia, 1978. 145pp.

This study examined three components of the vocabulary learning process. These components were identified in the hypotheses as changes in cognitive structure, spelling behaviors, and word experiences. The 180 subjects in grades two, five, and eight were asked to learn the meanings and spellings of four nonsense words. The subjects were randomly selected and assigned to below average, average, or above average ability groups based on their STEA scores on the 1976 SRA Assessment Survey. The nine groups of twenty subjects participated in three pretests, 15 word experiences, and five tests.

The pretests consisted of a three-word compound free association test, a 12 item single-word free association test, and a 20 item word recognition test. The 15 word experiences included 3 listening experiences, 3 reading experiences, 3 recreational (fun) experiences, 3 speaking experiences, and 3 writing experiences. After each group of five experiences, one from each type, two tests were given. The first test required the subjects to spell and define the four nonsense words. The second test was one of four forms of the single-word free association test given as a pretest. The spelling and definition test was also given 24 hours and 6 weeks after the conclusion of the teaching procedure.

The statistical findings indicated main effects for grade level, ability level, and repeated tests for all three components. The qualitative cognitive findings suggested that subjects' changes in cognitive structure, as measured by responses to the four single-word free association tests, progressed along a continuum from no response to a response similar in sound or configuration to the target word, to a miscellaneous response whose relationship to the target word was underterminable, to a response appropriate for one of the other nonsense words, to a correct response. Of the 180 subjects, 155 began at some point on this continuum and moved to a correct response.

On the spelling and definition tests accompanying the word association tests, the subjects' definition scores at all grade levels improved through test three. The second grade subjects' scores improved on the two follow-up tests. The fifth grade subjects' mean score for the follow-up tests approximately equalled their mean score for tests one, two, and three. The mean score for the eighth graders' follow-up tests was lower than their mean score for the first three tests. The older students' conclusion that the target words were not real words may have influenced their retention.

Both the types of spelling errors and the number of spelling errors decreased as the subjects' age and ability increased. Eighth grade students and subjects with above average ability made fewer total errors and fewer vowel substitutions type errors. The six-weeks spelling test scores for all grade levels were lower than all previous scores with the second grade subjects showing the most extreme loss.

Students differed significantly in the number of words they learned in 5, 10, or 15 experiences. The above average, eighth grade subjects learned the target words in 5 experiences, while the below average second grade subjects did not learn the words in 15 experiences.

It was concluded from these findings that subjects' vocabulary learning consists of identifiable and predictable cognitive and spelling behaviors which develop as a result of experiences with words.

LISTENING-THINKING TASKS IN SELECTED LANGUAGE ARTS MATERIALS Order No. 7927053

RAINES, Shirley Carol, Ed.D. The University of Tennessee, 1979. 138pp. Major Professor: Robert S. Thurman

The purpose of this study was to answer the following two questions: (1) In what frequencies were the thinking processes of literal comprehension, inferential comprehension, evaluation, and appreciation found in the listening tasks as described in selected language arts teachers' guidebooks for kindergarten through grade two? (2) What kinds of directions did prospective teachers receive in selected elementary language arts methods courses in planning listening tasks for children in kindergarten through grade two which involve the thinking processes of literal comprehension, inferential comprehension, evaluation, and appreciation?

To answer the first question, teachers' guidebooks to commonly used textbooks or kits for kindergarten, first, and second grades were reviewed. Using three forms developed for the study, the twelve selected sources were reviewed for frequencies of tasks, for distribution of tasks in the various thinking categories, for order of emphasis in the categories, and for harmony of findings with introductory statements describing the materials. The results were reported in terms of findings and comparisons of each grade level and of series across grades one and two.

To answer question two, a questionnaire was sent to sixteen language arts instructors in ten state universities in Tennessee. Eight methods textbooks identified on the questionnaire were reviewed using the same form for analyzing the elementary teachers' guidebooks. In addition, instructors' responses to other questionnaire items were used to determine the attention given to the teaching of listening, such as types of materials presented to students, the amount of class time devoted to the teaching of listening, requirements of students, and ratings of the amount of emphasis placed on the thinking processes of literal comprehension, inferential comprehension, evaluation, and appreciation.

There were two conclusions drawn from the study. One, teachers who follow guidebooks in designing listening-thinking tasks are asking children to think primarily at the lowest level thought process of literal comprehension; two prospective elementary teachers receive more instruction in language arts methods courses in planning listening-thinking tasks which call for literal comprehension than for inferent inferential comprehension, evaluation, or appreciation.

The following recommendations were made for educators' implementation: (1) Classroom teachers must provide more listening tasks which involve the thinking processes of inferential comprehension, evaluation, and appreciation than offered in teachers' guidebooks; (2) Since methods books stress literal comprehension, elementary language arts instructors must provide prospective teachers with more materials and presentations on the higher-level thinking processes. (3) Educators must assess their textbooks and make selections which stress the higher-level thought processes. The tool developed for use in this study can be a helpful one for assessing textbooks.

THE EFFECTS OF PEER TUTORING ON SPELLING ACHIEVEMENT SCORES OF THIRD GRADE STUDENTS Order No. 7920196

RATANABURI, Sarapee, Ph.D. The University of Texas at Austin, 1979. 160pp. Supervisor: Elaine D. Fowler

This study was designed to provide experimental data on the effect of peer tutoring on spelling achievement scores of third grade students. All children were from the same classroom of an elementary school in Austin, Texas. They were divided into tutor and tutee groups on the basis of performance on a pre-tutoring test of spelling and randomly assigned to same sex or opposite sex tutorial pairs. Students who received scores above the class median were chosen as tutors and students scoring below the class median as tutees. An intensive tutorial training program for all tutors was conducted two weeks prior to the experiment. The four-week tutoring program was broken down into eight sessions, thirty minutes a session. Each tutorial session consisted of a ten word spelling lesson. Each of the words chosen for study had been among those most frequently spelled incorrectly by the students on the pretest. Tutors were given specific guidelines for the presentation of the spelling lessons, adapted from Horn's Corrected Test Technique. Following after the four-week program, spelling gain scores by tutors and tutees were assessed by a posttest covering the content of the daily tutorial lessons. The pretest and posttest spelling scores of tutors and tutees were analyzed and compared, using a one-tailed t-test. This study indicated that: (1) there is a significant difference between pretest and posttest mean scores achieved by the class; (2) there is a significant difference in the spelling achievement scores of tutors from pretest to posttest; (3) there is a significant difference in the spelling achievement scores of tutees from pretest to posttest; (4) there is a significant difference in gains in spelling achievement scores from pretest to posttest achieved by tutors and tutees. Tutees made greater gains than tutors. The results of this study suggest that the use of peer tutoring in elementary school is a means of helping both tutors and tutees make progress in mastering subject matter. Informal observations suggested that peer tutoring can be used to increase interpersonal interaction and communication skills as well as to develop positive attitude toward the subject content.

THE ROLE OF THE SECONDARY ENGLISH CHAIRMAN IN IMPROVING ENGLISH INSTRUCTION Order No. 7927584

SHERIDAN, Jay Edward, Ph.D. The University of Arizona, 1979. 240pp. Director: Donald C. Clark

This descriptive study was undertaken for the purpose of attempting to determine the degree of agreement and degree of implementation to 18 National Council of Teachers of English recommendations for secondary English departments. The study also attempted to determine problem areas in the secondary English chairmanship as well as possible ways in which the chairmanship might be strengthened. Participants in the study included English chairmen, principals and English teachers in a 25% random sample of public high schools in 13 western states in 1979. The objectives of the study were to assess the relevancy and implementation of the 1964 NCTE recommendations, as well as to identify problems and suggestions relating to the secondary English chairmanship and to provide these data in summary form.

Two questionnaires were used to collect the data. The first questionnaire consisted of a list of 18 NCTE recommendations, and asked respondents to indicate their degree of agreement and the degree of implementation in their school on a five-point Likert-type scale. Questionnaire I also contained an open-ended section in which respondents were asked to list one to five areas which they felt to be weaknesses in the secondary English chairmanship and one to five suggestions for strengthening the chairmanship. Items for the second questionnaire were formulated from the responses submitted in the second part of the first questionnaire. Respondents were asked to respond on a Likert-type scale on Questionnaire II as to their agreement or disagreement with the 13 items identified as weaknesses in the chairmanship. The second part of Questionnaire I and Questionnaire II employed a modified Delphi technique.

The data from both questionnaires were analyzed by computer. Means, standard deviations, and modes were determined. An analysis of variance was done to ascertain differences among groups.

A summary of the most significant findings, using the data from the combined groups (California and non-California chairmen, California and non-California principals, and California and non-California English teachers), follows.

The combined groups agreed most strongly that English teachers must accept responsibility for acquiring competency in the field and that every English department should have an English center.

The combined groups felt that the items implemented most completely were that English teachers must accept responsibility for acquiring competency in the field and that the English faculty of each school should select its own books and materials.

The combined groups felt that the two most serious problems with the secondary English chairmanship were lack of opportunity for the staff and chairman to visit other schools to observe programs there and inadequate clerical help available to the department.

The combined groups felt that the two most promising possibilities for improving the chairmanship were to provide additional clerical help to the chairman and department and to work toward making district funding sources and amounts more secure from year to year.

Based on the findings of the study, it was recommended that: (1) state departments of education and institutions of higher education in the west help English teachers to acquire or improve competency in the field; (2) give the chairman adequate time; (3) provide adequate clerical help; (4) make funding more secure; (5) establish an English center; (6) provide constructive internships for student teachers; (7) provide resources to attend professional meetings; (8) provide resources to visit other schools; (9) provide resources for in-service; (10) provide inducements for the chairman to keep up-to-date; (11) give the chairman more responsibility for curriculum; and (12) provide a training program for new chairmen.

AN INVESTIGATION OF THE EFFECT OF SENTENCE-COMBINING AND SENTENCE-REDUCTION INSTRUCTION ON MEASURES OF SYNTACTIC FLUENCY, LISTENING COMPREHENSION, AND READING COMPREHENSION OF FOURTH-GRADE STUDENTS Order No. 7918398

STRAW, Stanley Burt, Ph.D. University of Minnesota, 1978. 206pp.

Sentence-combining instruction, that is, teaching students to join two or more simple sentences into a more complex sentence, has been established to be effective in enhancing the syntactic fluency in the written composition of elementary and secondary students. Instruction in sentence-reduction, that is, teaching students to divide a complex sentence into two or more simpler sentences, has also been shown to be effective in enhancing the syntactic fluency of the written compositions of college-level students. Because of the underlying commonalities among the language arts of listening comprehension, reading comprehension, and written composition as indicated by the high positive relationships found among tasks involving these three language processing abilities, it is reasonable to hypothesize that instruction that affects growth in one area, the syntactic fluency of students' written compositions, will also affect growth in the other two areas. The purpose of the present study was to investigate that hypothesis.

One hundred twenty-four students from a suburban school district served as subjects in the study and were assigned to one of two instructors and to one of three treatment groups. One treatment condition received sentence-combining instruction, one received sentence-reduction instruction, and one received instruction in written composition from a published language arts text. Treatment extended for five consecutive weeks, one-half hour each day, five days a week. Subjects were blocked on reading ability (high, middle, low) as determined by pre-test scores on a standardized reading test.

Pre-tests in listening comprehension, reading comprehension, and syntactic fluency indicated no significant differences between instructor groups or among treatment conditions. A 2 X 3 X 2 factorial design was employed to analyze post-treatment instructional conditions. Three-way analysis of variance on post-test scores yielded results indicating that sentence-combining instruction had a significant effect over the textbook approach on the four measures of syntactic fluency, the measure of listening comprehension, and an experimenter-designed cloze test of reading comprehension. Analysis also indicated a significant effect of sentence-reduction instruction over the textbook approach on the cloze test of reading comprehension. Analysis of post-test scores on the standardized reading comprehension measure did not indicate a significant effect for any treatment; however, a case was developed that the instrument used was not sensitive to the gains recorded by the other research instruments employed in the study. Instructor seemed to have no effect, alone or in interaction with any other variable. Reading ability predictably affected all measures significantly.

Conclusions from the study were that sentence-combining instruction was not only effective in enhancing growth in syntactic fluency, but was also effective in enhancing growth in listening and reading comprehension over a textbook approach to written composition. Classroom implications and further needs for research in the area were discussed.

A STUDY OF THE INTEGRATION OF ENGLISH SKILLS INTO THE BUSINESS-EDUCATION CURRICULUM OF PUBLIC POST-SECONDARY SCHOOLS Order No. 7914455

TERRELL, Marian, Ph.D. Georgia State University – College of Education, 1979. 127pp.

Purpose

The purpose of this study is to determine and to evaluate the effectiveness of different approaches for integrating English skills into the business-education curriculum in order to recommend a plan for integrating English skills into the business-education curriculum of post-secondary area vocational-technical schools and community and junior colleges in the state of Georgia.

Methods and Procedures

The investigator developed a preliminary eleven-item, open-ended questionnaire. A pilot study on the initial questionnaire permitted the investigator to gather data on its usefulness. Minor revisions were made. The subjects involved in this study came from a population of seventy-two business-education teachers, whose names came from national and state business-education publications and who could be contacted. Fifty-seven teachers (79 percent) responded to their questionnaires, and thirty-one teachers submitted course syllabi. The course syllabi and questionnaire submitted by thirty-one respondents allowed the investigator to compare the two items in order to ascertain reliability of questionnaire responses for this group. Data were summarized by computing frequencies and percents for various responses and by computing medians for responses on scales.

Results

One or more of the English skills integrated the business-education curriculums of thirty-four community and junior college teachers and eleven area vocational-technical school teachers. And among the forty-five respondents, effectiveness of the integrated method in some situations was attributed to thirty-three factors; and ineffectiveness of the integrated method in some situations was attributed to nine factors. The median ratings on the effectiveness of English skills' integration into the business-education curriculums of the forty-five respondents ranged from a median of four on some scales to a median of six on other scales. All ratings were on scales of one to seven, with seven the highest effectiveness. In addition, the forty-five respondents used a total of twenty-three methods to integrate English skills into their business-education curriculums.

Conclusions

From an analysis of the findings of this study, the following conclusions were drawn:

1. Both effectiveness and ineffectiveness occurred with the integrated method.
2. A multitude of factors (thirty-three) seem to contribute to the effectiveness of the integrated method in some situations.
3. Nine factors seem to contribute to the ineffectiveness of the integrated method in some situations.
4. The business-education courses most frequently used in the integrated method did not depend on any one teaching method.
5. The most frequently used English skills in the integrated method did not depend on any one teaching method.
6. The integration of English skills occurred more frequently with teachers in the community and junior colleges than with the teachers in the area vocational-technical schools.
7. Each English skill did integrate one or more of the business-education courses, but not all of the business-education courses.
8. The research findings of this study contain a wide range of terminology given by and a high degree of subjectivity injected by teachers' responses.

INTERDISCIPLINARY POSSIBILITIES IN UNDERGRADUATE ENGLISH Order No. 7923331

THOMAS, Robert W., D.A. Drake University, 1979. 159pp. Adviser: John Hagaman

In the past two decades there has been a massive proliferation of college English courses. The addition of more three hour courses has tended to compartmentalize and isolate knowledge. There are many justifications for developing English curriculum in the context of an interdisciplinary humanities program. Interdisciplinarity implies a student-centered curriculum. Furthermore, it demands a broader variety of teaching techniques. Interdisciplinary experiments have generated excitement among faculty and students who have been involved in programs. The time is here when English departments can profit by developing interdisciplinary programs.

Interdisciplinary humanities programs which have wide appeal, measured success and unique characteristics which could be replicated or could serve as model programs for English departments are discussed and analyzed. The programs discussed in Chapter II were selected from a wide geographic range and from widely diverse kinds of colleges and universities. In Chapter III there is a focus upon five interdisciplinary humanities programs in Iowa institutions, which the writer visited. Interviews were held with persons knowledgeable about the programs. The results of a survey of administrators, English chairpersons, and college English majors concerning their attitudes about college English and interdisciplinarity are included and analyzed in Chapter III.

Interdisciplinary humanities programs lead to better faculty-student cooperation. Teachers demonstrate enthusiasm for interdisciplinary teaching, and they have opportunities to work with colleagues from different disciplines in a productive atmosphere. Students in interdisciplinary programs are more involved and have more opportunities to develop their creative potential.

The characteristics of an exemplary program are developed and may be used to create an undergraduate English course or to evaluate an existing course. The exemplary program stresses that curriculum should be planned from a broad concept. Further, it should rely upon more than a single medium of expression. The choice of material should elicit self-expression. Students should help plan the program. The program stresses faculty cooperation and advocates cross-listing of courses. The techniques which are most applicable to teaching an interdisciplinary humanities course are inquiry and the application of a humanistic method. An ideal humanities course should place priorities upon teaching values.

A COMPARATIVE STUDY OF THE PERCEPTIONS OF THE ROLE OF THE SECONDARY SCHOOL ENGLISH DEPARTMENTAL CHAIRPERSON Order No. 7919407

WILLIAMS, Patricia Ann, Ed.D. University of Houston, 1979. 241pp. Chairperson: Dr. Zenobia B. Verner

Purpose and Research Sample of the Study

The purpose of this study was to answer the question: Do significant differences exist among the degree of importance that principals, English faculty members, and English departmental chairpersons attach to selected activities that comprise the role of the English departmental chairperson? In answering the question, the three aforementioned groups were surveyed, using an eighty-two item questionnaire developed by this researcher.

Of the 368 respondents who were sent questionnaires, 281 respondents returned usable ones. This number included 142 English teachers, 71 English chairpersons, and 68 principals employed in public secondary schools in Texas which have a student enrollment exceeding 1,999.

Findings and Conclusions of the Study

The statistical analysis revealed the following:

1. Approximately two-thirds of the participants acknowledged that the chairperson received released time.
2. Almost three-fourths of the chairpersons declared that they received financial remuneration for the position.
3. Approximately two-thirds of the chairpersons agreed that they have a written job description.
4. According to the means of the factor scores, the teachers rated such duties as organizer of and representative at meetings and creator of schedules higher than either the chairpersons or principals.
5. According to the means of the factor scores, the principals rated such duties as professional educator, developer of lesson plans, administrator, and leader higher than either the teachers or chairpersons.
6. According to the means of the factor scores, the chairpersons rated such duties as evaluator, curriculum coordinator, office manager, selector of materials, student guide, and teacher selector higher than either the teachers or principals.
7. The chairpersons' and principals' perceptions of the role were more closely aligned than the teachers' and principals' perceptions.
8. According to the F-values, the following factors can be used successfully to predict group membership: leader, developer of lesson plans, creator of schedules, professional educator, student guide, and selector of materials. The F-values of the other factors were so low that they could not be relied upon to predict group membership with accuracy.

Implications and Recommendations of the Study

After reviewing the literature, and the findings and conclusions of this study, this investigator proposed the following suggestions:

1. Graduate level courses, designed specifically to train chairpersons, should be offered as part of the supervisory program at more colleges and universities.
2. Colleges and universities should plan degree programs to meet the needs of students who want to pursue careers as English departmental chairpersons.
3. Each chairperson should have a written, up-to-date job description. Furthermore, teachers and principals should have copies of these descriptions.
4. A conscious effort should be made at opening communication channels among the three groups. For example, chairpersons should survey teachers periodically to receive feedback and principals should evaluate the chairperson's performance and discuss this evaluation in a conference.
5. The Conference for Secondary School English Department Chairmen's (since changed to Chairpersons) recommendations concerning released time and financial compensation should be followed.
6. This survey should be replicated in other states, and in other academic areas to determine if the perceived role of the chairperson is the same as this study suggests.

COGNITION, COMPREHENSION, COMPOSITION: A HANDBOOK Order No. 7923909

WILLIAMS, Ruth Margaret, Ed.D. Boston University School of Education, 1979. 410pp. Major Professor: Roselmina Indrisano

Purpose

The study was undertaken for the purpose of developing cognition, comprehension, and composition in able children at the fifth grade level through the use of an original handbook created by the author. The following research questions were raised:

1. Will there be an improvement in cognition?
2. Will there be an improvement in listening comprehension?
3. Will there be an improvement in reading comprehension?
4. Will there be an improvement in composition?

Procedures

The researcher's handbook, "Cognition, Comprehension, and Composition," was designed to provide able fifth grade children with a program planned to integrate the cognitive and affective aspects of reading, to raise the level of cognition and improve comprehension, and to integrate composition with reading.

Twenty fifth grade students from a suburban private school participated in the study. During a ten-week period, a fifth grade teacher taught lessons three times weekly using the handbook.

Testing

Five different measures were used in this study to evaluate the effectiveness of the handbook in improving cognition, comprehension, and composition: Analysis of Learning Potential; Durrell Listening-Reading Series; Number of T-units; Number of Words per T-unit; and Uniqueness of Response. The data were analyzed by comparison of median scores for the initial and final tests.

Findings

The use of the handbook appeared to be effective in improving the cognition, total listening comprehension, and total reading comprehension of able fifth grade students. The gains in cognition for boys and total sample and in listening comprehension for girls and total sample were extensive. The handbook appeared to be minimally effective in improving the syntactic complexity and creativity of composition and ineffective in improving the length of compositions.

Conclusions

The data in this study support the use of a handbook designed to develop cognition, comprehension, and composition in able fifth grade children.

While ten weeks was sufficiently long to demonstrate the possibilities of the cognitive strategies in the handbook, a longer period of time is needed to realize fully the promise of its potential.

A MODIFIED DELPHI ANALYSIS OF THE TERM "BASIC SKILLS" IN ENGLISH AS CONSTRUED BY SECONDARY PUBLIC SCHOOL ENGLISH DEPARTMENT CHAIRMEN, SECONDARY PUBLIC SCHOOL VICE PRINCIPALS, BOARD OF EDUCATION CHAIRMEN, AND PARENT TEACHER ASSOCIATION PRESIDENTS Order No. 7915059

ZIEGER, Roger Thomas, Ph.D. The University of Connecticut, 1979. 149pp.

Purpose

Recent statistical reports have tended to support the concerns of the "back to basics" advocates that schools are not adequately developing those language competencies needed by individuals to function in a modern society. However, no universally accepted identification of those language skills has been established.

Thus, this study was conducted for the purpose of developing a priority listing of language skills on the secondary school level which would serve as a planning model for the language curricula in the 1980's. A second purpose of the study was to serve as a forum for creating a greater awareness of the language skills issue, and to give concerned individuals a greater voice in the future of English education.

Procedures

The instrument used to develop a taxonomy of language skills was a modification of Olaf Helmer's Delphi Technique, which is a series of sequential questionnaires coupled with respondent feedback, divergent respondent opinion, and convergence.

The respondents who participated in the study were grouped into four sub panels of 35 English Department Chairmen, 35 Vice Principals, 35 Board of Education Chairmen, and 35 PTA Presidents, all directly connected with one of the 123 Connecticut secondary schools with a grade level structure of either 9–12 or 10–12. Sixty-three subjects responded to the Round I Questionnaire and sixty-six subjects responded to one or both of the remaining two questionnaires.

The data collected from the Round II Questionnaire were subjected to Kendall's coefficient of concordance treatment to determine the degree of relationship among the respondents and the null hypotheses were tested by applying chi-square to those data.

Conclusions

The results of the study point to a strong collective agreement among the respondents on what language skills are. The four group rank ordering of skill areas in order of most important to least important is: comprehension skills, expression skills, mechanical skills, and affective skills.

Those comprehension skills which were identified as most important emphasize the development of such reading and listening competencies as reading with comprehension, comprehending what is heard, identifying the main idea in a paragraph, and analyzing what is read.

Those expression skills which were identified as most important are: to write a clear sentence, to think logically, to speak in clear sentences, and to organize expression into a unified whole.

The most important mechanical skills identified are: to understand grammatical relationships of words used to construct sentences, to apply the rules of grammar, to apply the rules of punctuation, and to spell accurately.

Those affective skills judged most important are: to perceive with discrimination, to perceive with attention, and to perceive with sensitivity.

The findings indicated the need for curriculum planners to re-emphasize the role of expository writing, in which individuals can develop skills of clarity, coherence, conciseness, and logic, as opposed to a more imaginative form of writing. However, the findings did not indicate mechanical skill study as a means of developing student writing ability. And the respondents did stress writing through student encounter with real language tasks emphasizing correctness and detail.

In emphasizing the importance of developing such communication competencies as speaking and listening, the respondents stressed the development of those skills which would enable individuals to speak in clear, correct, and logical sentences, and be able to interpret a speaker's message.

The findings continually de-emphasized the role of creativity and imagination in a curriculum of affect and accented a highly cognitive skill development program of reading, writing, speaking, and listening proficiency.

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